

Covid Catch-Up Strategy Statement – September 2021

Covid Catch Up Funding Update

This statement details activities undertaken in 2020/21 and those planned for 2021/22.

‘Covid catch up’ has become the generic term used to describe a number of different, discrete income streams from the Government this Academic year. These have been paid to the Academy in 2020/21 and allocated for 2021/22. The overall aim of all of this funding is to enable us to meet curriculum expectations, remedy lost learning and close gaps which have been exacerbated by disruption to education over the last 2 academic years.

The Academy is responsible for allocating the funding to areas where it will have the most impact. For transparency, this statement details each funding stream received and the activities it has funded, in both 2020/21 and 2021/22. This will be shared with Governors and any external visitors who may wish to develop an understanding of how we have utilized the funding made available to us.

Identification of student need:

We have, and continue to prioritise the emotional wellbeing of our students as we negotiate the Pandemic; however, we also need a clear and strategic approach to ensuring that this funding is used in an effective way and can be accounted for.

In the first instance, we used our records of online engagement to assess where the biggest gaps are likely to be. Our focus was then the re-engagement of these students who were closely monitored by the appropriate Achievement Directors. We are now able to use our data sources in order to pinpoint gaps and initiate appropriate intervention based on assessment as opposed to assumption.

We continue to build upon our remote provision to support students through periods of isolation, extended absences and school refusal due to increased social anxieties.

Those with an Education and Health Care Plan or those under Child Protection remain a paramount priority in all areas: attendance, punctuality and engagement. Form tutors, key workers and case workers will continue to support and communicate with appropriate colleagues in order to remove barriers to learning and progress.

Families who find themselves experiencing difficulties, be they financial or emotional, are encouraged to reach out to us. All requests for support are acknowledged and solutions arrived at where reasonable, for example, supporting with travel, uniform expenses and excursions.

Covid gaps, both created and widened by the pandemic, will be addressed through the Academy's wave intervention process in a graduated response. All teachers are expected to create and update class provision maps for their classes which make explicit their personalised approach to each individual learner.

The Aylesbury Vale Academy Approach:

All of our students have been disadvantaged by school closures as a result of the pandemic though it is now evident that our students with SEND have been, as external research also suggests, 'disproportionately affected'. As such, this funding will be allocated in a way that will benefit all to some degree, some to a greater extent and a few more significantly. Our approach has been divided in to 'Tiers' in order that it can coincide with the systems and processes already embedded within the Aylesbury Vale Academy.

We know that it is what happens in the classroom that will have the greatest impact on our students' progress.

Quality First Teaching is our highest priority and will continue to invest heavily in the development and scrutiny of this.

Tier 1 – An enhanced offer to our pre-Covid 'Ordinarily Available Provision', accessible to all students in the classroom.

Tier 2 – Targeted, individualized approaches, available to some.

Tier 3 – Whole school developments that will support Covid-Catch up and be sustainable beyond the current academic year.

Summary information			
School	Aylesbury Vale Academy		
Academic Year	2021-22	Total number of pupils	1630
<u>Total 'Covid-Catch Up' Funding</u>		Number of pupils already eligible for PP	397
20/21 Covid Catch Up Premium	£128,240 of which £12,240 was spent in 2020/21 £116,000 to be spent in 2021/22		
20/21 Summer School Funding	£67,162.50	Year 6s transitioning to Year 7	246 invited, 181 attended.
21/22 Recovery Premium Funding	£56,550		
21/22 School Led Tutoring	£46,372		
21/22 Post 16 Tutoring	£5,445		
Date of most recent PP Review	September 2021	Date for next internal review of this strategy	December 2021

Characteristics and Desired Outcomes

Characteristics of Post-Covid students at Aylesbury Vale Academy

In school barriers to progress:

- Students enter the academy with limited vocabulary, basic maths and literacy skills.
- Anxiety/self-regulation

Out of school barriers to progress:

- Changes in family circumstances
- Periods of absence
- Bereavement
- Parental engagement and support

Including:

- Impact of Covid-19 lockdown and partial closure

Desired Outcomes 2021-22

Desired outcomes and how they will be measured	Success criteria
A –To restore and continue to drive high quality of teaching for all students both inside and outside of the classroom	Primary: students achieve ARE (Age Related Expectations) in Reading, Writing and Maths at Key Stage 1 and 2. Students achieve GLD (Good level of Development) in EYFS. Secondary: P8 is greater than or equal to 0.20 (above National average) and A8 is greater than or equal to 45
B - To provide further opportunities for timely, targeted intervention, teaching in smaller groups and or 1:1 tuition where appropriate to facilitate rapid progress.	The gap between PP and non PP students in both Primary and Secondary phases continues to narrow.
C - To re-establish systems and structures that enable sustainable, consistent and timely support of our students.	Gradual improvement in attendance, despite the current circumstances. Reduction in behaviour points, increase in achievement points. Improved well-being. Development of student independence.

Delivered provision for 2020-21 – Covid Catch Up Premium							
Covid Catch Up Premium Costings	Desired outcome	Year group	Chosen action / approach	Rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
£1,018	Restore and continue to drive high quality of teaching for all students both inside and outside of the classroom TIER 1	All	Staff reminded/trained in the referral of initial concerns and Covid concerns	Clear differentiation between an underlying SEN need and a Covid related gap in learning. Allows for a graduated approach that depends upon personalisation and quality first teaching in the first instance.	Evidence of Tier 1 interventions in provision maps and learning walks.	EJE	Initial concerns are well embedded. 232 received to date, 23 parental concerns raised. These are monitored termly.
		All	Class teachers to highlight ongoing Covid-concerns at data points.	Emphasis on quality first teaching and initiation of Tier 2 intervention.	Wave 1 interventions evident in provision maps and learning walks.	EJE/Data AP ALL	In a total of 30 learning walks conducted we have found the following: <ul style="list-style-type: none"> ○ In 100% of lessons all non-negotiables were met. ○ In 92% of lessons the AVA taxonomy was used appropriately. ○ In 86% of lessons Class Provision Maps highlighted PP, SEND and COVID catch-up students on their seating plans. ○ In 93% of lessons the Class Provision Maps signposted evidence that the teacher was personalising their approach to these groups of students and in 85% of lessons these approaches were leading to accelerated progress over time. ○ IPMs were included in the Class Provision Maps for students with SEND in 97% of lessons
£1,492		All	Subject leaders/Phase leaders/ADs to plan and co-ordinate appropriate intervention (Tier 2)	Subject specific interventions planned according to need. Short term interventions with clear base and endpoint data.	Provision Tracker – record of impact	Phase leaders CLs ADs	SAM intervention recorded on tracker. Tracker used across SEND team. Expand this net academic year.

		All	Increased focus on feedback and planning (EEF)	High impact approach to facilitating personalised progress.	Learning walks Book scrutiny Student responses Progress Reduction in meetings to facilitate	JSA	Marking policy updated and circulated.
£3,098			Develop Metacognition team	Development of a common language to reflect upon learning.	Evident in learning walks and observations.	AWE/CKI	Update from AWE
£3,162		EYFS 1-3 4-11	Remote learning development and contingency planning	Build upon our lock-down learning in order to safeguard continued progress in the event of local/year group specific lockdown. Support for students on reduced timetables.	Seamless transition from in-person to online education.	RCO	Number of laptops issued?
£1,750			Invest in resources designed to enhance learning opportunities and facilitate independent learning	Ensure students have access to the materials required in order to access PLCs/DTT irrespective of circumstances.	Students are issued and engage with revision guides and core texts.	CLs	Revision guides and technology issued.
		ALL	Engage and support parents in the Catch-Up process	Furnish parents with resources to encourage continued learning at home. Empower them to support with learning by offering training in the methods used.	Resources and reading lists available on website Virtual/in person group sessions well attended.	CLs	Revision guides and technology issued.
£1,720		ALL	Boost reading proficiency and language procurement.	Boost reading skills in order to ensure accessibility across the curriculum. Utilise Lexplore, phonics programmes and word of the week to develop student skills in these areas.	Rapid progress in reading proficiency.	EJE	Lexplore purchased, training completed, assessors qualified EJE/LDO/VI/SWR Roll out assessment and intervention in the new academic year. Word of the week established.

Delivered provision for 2020-21 – Summer School							
Summer School 20/21	Desired outcome	Year group	Chosen action / approach	Rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
£67,162	Support Year 6s who have missed out on transition because of Covid. Focus on numeracy and literacy	Prospective Year 7s	Summer school at Aylesbury Vale Academy, with a range of activities and experiences to develop learning and support transition.	Immerse year 6 in to their new environment to enable smoother transition.	Outsourced to Teachus with support from Primary and Secondary leadership team, staffed by those familiar with Academy expectations and LSAs from local Primary schools.	EJE	Summer School was well attended and students enjoyed it. This allowed for an easier transition as students had the opportunity to meet their peers and explore their environment where otherwise this would not have been possible.

Planned provision for 2021-22 – Recovery Premium & carry forward 2020/21 Covid Catch Up Premium							
Catch-Up contribution Approximate costings	Desired outcome	Year group	Chosen action / approach	Rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
£3,018	A – Restore and continue to drive high quality of teaching for all students both inside and outside of the classroom TIER 1	All	Staff refresher training in the referral of initial concerns and Covid concerns and what happens next.	Clear differentiation between an underlying SEN need and a Covid related gap in learning. Allows for a graduated approach that depends upon personalisation and quality first teaching in the first instance.	Evidence of Tier 1 interventions in provision maps and learning walks.	EJE	Learning walks November 2021
		All	Class teachers to highlight ongoing Covid-concerns at data points.	Emphasis on quality first teaching and initiation of Tier 2 intervention.	Wave 1 interventions evident in provision maps and learning walks.	EJE/Data AP ALL	PAM meetings
£2,879		All	Subject leaders/Phase leaders/ADs to plan and co-ordinate appropriate intervention (Tier 2)	Subject specific interventions planned according to need. Short term interventions with clear base and endpoint data.	Provision Tracker – record of impact	Phase leaders CLs ADs	
		All	Increased focus on feedback and planning (EEF)	High impact approach to facilitating personalised progress.	Learning walks Book scrutiny Student responses Progress Reduction in meetings to facilitate	JSA	
£33,721		All	Contribution towards on extra mathematics and English Teacher to lead cross phase activity on 'catch up' for maths/English and numeracy/literacy	These are key learning areas that are identified as critical to enable pupils to catch up with their learning throughout the Academy as underpinning knowledge.	Recruitment of roles with focussed job descriptions for 21/22	GG/CB PWA NWI	
£6,054			Develop Metacognition team	Development of a common language to reflect upon learning.	Evident in learning walks and observations.	AWE/CKI	
£2,000		EYFS 1-3 4-11	Remote learning development and contingency planning	Build upon our lock-down learning in order to safeguard continued progress in the event of local/year group specific lockdown. Support for students on reduced timetables.	Seamless transition from in-person to online education.	RCO/MR A	
£5,000		4-11	Appropriately general CPD (use of Teams) and data informed targeted opportunities for staff development	Ensure that staff are adequately prepared to maximise the use of this platform.	Team scrutiny, ongoing incremental development opportunities.	CKI/RCO	

£3,717		ALL	Establish purposeful homework opportunities designed to promote independence and confidence – Flipped Learning	Promote confidence, progress and independence. Enable lesson time to be spent applying new knowledge, accelerating progress.	Homework on teams, student engagement, progress data.	MRA	
£1,750			Invest in resources designed to enhance learning opportunities and facilitate independent learning	Ensure students have access to the materials required in order to access PLCs/DTT irrespective of circumstances.	Students are issued and engage with revision guides and core texts.	CLs	
£3,000		ALL	Engage and support parents in the Catch-Up process	Furnish parents with resources to encourage continued learning at home. Empower them to support with learning by offering training in the methods used.	Resources and reading lists available on website Virtual/in person group sessions well attended.	CLs	
£2,795		KS4	Development and resourcing of PLCs and DTT	Develop student ownership of learning and progress through personalised guidance of revision.	Student engagement with PLCs and revision packages	KBR	
£2,879		ALL	Boost reading proficiency and language procurement.	Boost reading skills in order to ensure accessibility across the curriculum. Utilise Lexplore, phonics programmes and word of the week to develop student skills in these areas.	Rapid progress in reading proficiency.	EJE/PWA	
£3000			Yr 7 CATS	baseline data that can be used for future trajectories. They are also completing in class assessments over a period of time. All tests/ assessments at KS3 and KS4 to be norm referenced.			
£16,501	B - To provide further opportunities for timely, targeted intervention and teaching	ALL	Support student reintegration (Sept-Oct)	Additional transition visits (Primary and year 7) and establishing safe-spaces in order to alleviate anxieties and allow gradual re-integration.	Improved school attendance.	EJE SDU LDO	
£2,879		ALL	Data led intervention programme – increase provision and range (Nov-Dec)	Interventions are carefully targeted and specific to need. <ul style="list-style-type: none"> • Nurture expansion • Microforms • Numeracy Ninja (NWI) • Tutor programme 	Settling in data utilised. End point data/impact - provision tracker	EJE/CLs GLA Year lead LSAs	

	in smaller groups to facilitate rapid progress. WAVE 2			<ul style="list-style-type: none"> • Soft starts • Withdrawal <p><i>Staffing consideration</i></p>				
£15,548	in smaller groups to facilitate rapid progress. WAVE 2	ALL	25% contribution staff costs for School led tuition activity	High impact intervention where significant gaps are identified.	Accelerated progress in identified area – provision tracker	HHA BBL RLE Pastoral/ Key workers/ tutors		
£12,000			Cost of administration and materials to support School led tutoring	Formalise the mentoring process to ensure that it adds value to student experience.	Record and actions resulting in improvements in areas targeted (individual)			
£3,018	C - To establish systems and	ALL	Increase in provision/monitoring for those shielding/isolating	Facilitate ongoing access to learning, feedback and support, facilitating ongoing progress despite being unable to attend.	Reduction in lost learning. Student engagement with teams.	Pastoral team MAS		
£25,000	structure s that enable sustainable, consistent and timely support of our students	Year 6	Contribution towards 2022 summer school to support transition of pupils in to Year 7	The transition to Year 7 is a key period for many pupils. This will help develop underpinning skills in all pupils, as well as support identifying those who are most in need of further catch up support in Year 7.	Smoother transition to secondary school for all pupils, particularly disadvantaged pupils.	EJ/CB		
£3000			Community and wellbeing leader		Engagement with school webpages. Improved relationships.	ZCL		
£200			Well-being support package	Support student/staff wellbeing in order to maximise output.				
£1,876			Resilience programme	Develop student resilience in the face of adversity. Encourage problem solving and solution focussed behaviours.	Reduction in anxieties and behaviour points. ATL Scores	SWR		
£3,162			ALL	Pupil progress meetings	Co-ordination of key stakeholders, ensuring consistency in approach and maximising the likelihood of positive outcomes for students.	Meeting minutes and actions resulting in improvement in a specific area (individual)		

£3,937	7-11	Develop the role of the Tutor - Pastoral	Encourage the development of the role in order to free up the ADs to focus on student progress.	SIMs communication logs	CFL	Discuss with CFL
£3,313	ALL	Develop attendance package of support	Additional staffing will facilitate a consistent approach to school non-attendance – first day calling, home visits, reintegration programmes and	Improved attendance	EKI/Attendance Team	Recruitment of GOC for additional attendance scrutiny and support. Need figures (See KAH)
£4,036		Develop safe-guarding package of support	Redeployment of staff to support management of increased demand.	Timely triage and follow up of safeguarding concerns	EKI/JGI	Recruitment of LSM to support Safeguarding team who have experienced a significant surge in referrals. Figures from JGI
£3,488		Establish staff-wellbeing committee	Staff are valued and feedback encouraged. Enhanced sense of community.	Meeting minutes and actions.	JGI	
		Incorporate student wellbeing into student voice	Students are valued and feedback encouraged. Enhanced sense of community.	Meeting minutes and actions.	ALU	
£2,979		Introduce Zones of regulation	STS recommended intervention for the few that will benefit many.	Increased self-regulation. Reduction in behaviour logs	SEN - EJE SWR/DS C	

Planned provision for 2021-22 – School Led Tutoring and Post 16 Tutoring							
Summer School 20/21	Desired outcome	Year group	Chosen action / approach	Rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
£61,830 (staff) £12,000 (admin and materials)	Support all year groups who have missed learning in tutor led small groups	All Years	Plan tuition delivered by existing staff to up 240 pupils identified across all year groups in need of extra focussed support. The aim is that each pupil will receive 15 hours of tuition in small groups - suggested average sizes of 3.	Many students have not made the learning progress that would have been expected, because of the impact of Covid. This has fallen particularly hard on disadvantaged children. This focussed plan of dedicated tutor support aims to close this gap.	Detailed planning in line with DFE guidelines for delivery of this programme.	EJE	.
£5,445	Support Post 16 learners groups who have missed learning in tutor led small groups	Yr 12 & 13	Plan tuition delivered by existing staff to 15 pupils identified across sixth form in need of extra focussed support. The aim is that each pupil will get 15 hours of tuition in group average sizes of 3	Many Post 16 students have also not made the learning progress that would have been expected, because of the impact of Covid. This has fallen particularly hard on disadvantaged children. This focussed plan of dedicated tutor support aims to close this gap.	Detailed planning in line with DFE guidelines for delivery of this programme.	EJE/PS	

Identification Process of post-Covid Concerns

A list of students whose learning behaviours/vulnerability status throughout lockdown caused concern will be shared with teachers for initial feedback. This will enable us to eliminate suspected C1s (Concern level 1's).

At the first Assessment Point, C1s will be pre-populated, but teachers/tutors will be aware of others. Teachers marksheets will ask them to comment on how they are addressing this.

A student does not have to have been deemed a C1 to be considered a C2 (Concern level 2). In some cases, this will be pre-populated but class teachers are able to highlight students for this category also.

A C3 concern may only be identified by the appropriate Achievement Director, Curriculum or Phase leader.

	Concern level 1	Concern level 2	Concern level 3
Characteristics	<ul style="list-style-type: none"> • Did not engage with online learning during lockdown • EHCP • Social worker • Limited access to technology • Displaying at least 1 C2 characteristic 	<ul style="list-style-type: none"> • Appears disengaged/withdrawn (previously not raised as a concern) • Poor attendance (below 94%) • Uncharacteristic behavioural changes • Academic regression 	<ul style="list-style-type: none"> • Continued C2 presentation in at least 2 areas (academic/pastoral) despite quality first teaching and targeted intervention
Actions	<ul style="list-style-type: none"> • Low stakes testing • Feedback • Target LSA support • Quality first teaching • Identify on class provision map – appropriate scaffolding/differentiation • Revise seating plan 	<ul style="list-style-type: none"> • Call home and log behaviours on SIMS • Raise for appropriate intervention with AD/CL <p>This may trigger a Round Robin. Appropriate intervention should be administered. Discussion at student progress panel.</p>	<ul style="list-style-type: none"> • Complete initial concerns <p>This will trigger discussion at PAM, further investigation and ongoing monitoring/support. Development and circulation of a PCIPM (Post-Covid Individual Provision Map) if an underlying learning need cannot be established.</p> <p>Curriculum leaders are able to request financial support for resources designed to close the gap.</p>

Teachers - https://forms.office.com/Pages/ResponsePage.aspx?id=vujYj3JiOk-ROacP9_VtsOPQJOZF60JKt9kJGZYuN1NURTIBNklAMUpQNIFBS0g3R0RDWTc3UDAxQi4u

Parents - https://forms.office.com/Pages/ResponsePage.aspx?id=vujYj3JiOk-ROacP9_VtsOPQJOZF60JKt9kJGZYuN1NUMUJCNzJYWDIXMldCWTczUjA0MUZBQjQ5WS4u